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ABSTRACT

The goal of the Los Angeles City College (LACC) Urban Transfer Opportunity Program (UTOP) is to increase the opportunity of low income minority students to transfer from LACC to four-year institutions. To achieve this goal, the college initiated an instructional delivery system that integrates academic courses, skills courses, and counseling services. The system teams up instructors, one representing an academic discipline and one representing a skills discipline, in curriculum development and instructional delivery. In addition, the instructors are teamed with a counselor in student assessment, guidance, and evaluation. This coordinated approach enables the college to understand and address the totality of a student's needs. The project report discusses the results of the delivery system in terms of its achievements to date; the relationship of the program's achievements to its original objectives; changes made in program, resource allocation and staff from the original project proposal; and plans for the institutionalization of the delivery system. Appendices provide samples of materials developed for the UTOP students. (AYC)

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FORD FOUNDATION
Los Angeles City College
TOP URBAN TRANSFER OPPORTUNITY PROGRAM

LOS ANGELES CITY COLLEGE

URBAN TRANSFER OPPORTUNITIES PROGRAM

NARRATIVE REPORT

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LOS ANGELES CITY COLLEGE

URBAN TRANSFER OPPORTUNITIES PROGRAM

NARRATIVE REPORT

INTRODUCTION

The goal of the Los Angeles City College Urban Transfer Opportunity Program is to increase the opportunity of low income minority students to transfer from our college to four-year institutions. To achieve this goal, the college inititated an instructional delivery system that integrates academic courses, skills courses and counseling services.

The model co-teams instructors, one representing an academic discipline and one representing a skills discipline, in curriculum development and instructional delivery. This integrated approach ties skills training into academic courses that students are studying and thereby facilitiates learning of skills necessary to master specific academic content. It also gives the student the opportunity to focus specifically on special skills needed to transfer.

The model also co-teams the instructors, both academic and skills, with the counselor in student assessment, guidance, and evaluation. Such co-teaming enables the college to understand and address the totality of a student's needs. The counselor is a source of feedback to the instructor. The instructor is a source of information to the counselor. The counselor/student relationship is also significant. The counselor monitors and assesses student progress toward transfer. And, the counselor provides information and raises transfer related issues early in the students' academic career.

The results of this innovative instructional delivery mode are discussed in terms of achievements to date; relationship of achievements to proposal objectives; changes in program, resource allocation, and staff; and plans for institutionalization.

ACHIEVEMENTS TO DATE

Achievements to date include the following: (1) Paired course curricula have been developed and implemented. (2) Instructional strategies designed to facilitate acquisition of skills needed for transfer have been addressed. (3) Counseling services have been integrated into the instructional delivery system. (4) Programs designed to facilitate urban transfer opportunities have been implemented. (5) Students have responded positively to the integrated course delivery mode. (6) Faculty awareness and enthusiasm for institutionalizing the paired course concept exist at a high level.

Development and Implementation of paired courses

At the beginning of fall semester, 1983, faculty were invited to submit proposals to develop curriculum for paired courses. The Project Director headed a faculty/administration selection committee that reviewed proposals against established criteria and, in accordance with proposal specifications, recommended three faculty pairs to develop integrated course curriculum. Committee recommendations were confirmed by the Vice President of Academic Affairs. Throughout the semester the selected faculty met in pairs and as a whole to review the progress of the project curriculum development.

The three course pairs developed and implemented this year included:

Principles of Business Data Processing 1 paired with English 1 (College Reading and Composition)

History 1 (Introduction to Western Civilization 1) paired with English 28 (Modern Thought and Expression)

Physics 11 (Introductory Physics) paired with Math 3 (Trigonometry)

Course curriculum and instructional material were developed during fall semester. Courses were piloted spring semester.

The following excerpts from course curricula illustrate the ways in which academic content and skills acquisition were integrated.

English 28 - History 1

> As to the development of writing skills, assignments have been correlated with the skills acquisition in English 28. Beginning with the writing of simple summary paragraphs which require descriptive recall, assignments sequentially become more difficult to challenge the student to perform intellectually and on the skills

level more complex tasks. The definition of terms, events, and issues, comparison and contrast assignments, and finally the determination of cause and effect and analytical skills are developed through the increasingly more difficult reading assignments and written exercises.

Most significantly, students will be afforded the on-going support service of the peer tutor and team counselor. Important skills of lecture note-taking will be incorporated into the first meetings of the class.

Math 3 - Physics 11

ASSIGNMENTS

Topic in Math		Related Topic in Physics
Rectangular Coordinate System		Graphs in x-t and v-t
Study: pp 1-7	Excercises	Ex. 1.1: 1-33 odd; 28
Functions, Graphing Slope of Secant Line		Average Velocity and Acceleration
Study: pp 8-11	Exercise 1.2: 1-9 odd: 17-23 odd: additional problems on slope of secant line	
Degree Measurement of Angeles, Slope of Tangent Line		Instantaneous Velocity and Acceleration

Instructional Strategies

Instructional strategies judged to be particularly significant focused on class scheduling, integrated instructor efforts, involvement of the content instructor in skills acquisition assignments, and integration of content material into skill exercises and assignments.

Courses were offered during consecutive time blocks and in the same room. This increased student identification with the paired course concept. It also allowed instructors to work with students on a specific assignment (i.e. a writing assignment) for a block of two consecutive hours when appropriate.

Paired instructors worked together closely. The content/skills faculty pair recognized the value of holding joint office hours so they could meet together with students on joint assignments. The teaching schedule of the skills instructor was arranged so as to allow observation of lectures by the content instructor. This allowed the content instructor to fully understand student assignments and the particular skill level required for

content mastery. One skills instructor has scheduled next semesters work load so as to be able to regularly attend the content course.

The foregoing strategies are illustrated by an excerpt from the English 1/ Business Data Processing 1 curriculum.

What else will "pairing" mean?

> Many writing assignments in English 1 will be directly based on material covered in the BDP 1 course. Also, you will do a term project assigned jointly by Mr. Chien and Mr. Friedlander. This project will be guided and evaluated by both instructors and will count as a part of the grade in both courses. Normally, Mr. Chien will lead the BDP 1 class from 10 to 11 and Mr. Friedlander will conduct the English 1 class from 11 to 12. However, on certain days one of the instructors may lead the class for both hours; on other days both instructors may be present at the same time and "team teach." On Friday morning from 8 to 9 in AD 305, Mr. Friedlander and Mr. Chien will hold a joint office hour.

Instructors of content courses became involved in skills acquisition assignments. Again, the English/Business Data Processing pair provides an example of this instructor involvement strategy.

> Our English 1 (College Composition)/BDP 1 (Introduction to Business Data Processing) pair demonstrated the value of pairing for both the writing class and the "content course" with which it is paired. The English 1 instructor was able to assign challenging writing tasks based on the material the students were studying in BDP 1. This ensured that the students would be far more engaged by the writing topics than they generally are in the traditional college composition class, where assignments are developed by the instructor with only a vague sense of whether the students will be interested in them. In this pair, the students in the English class were asked to write a series of consulting reports based on lifelike cases in the development of a fictitious business. Coming up with "solutions" to the cases demanded that the student demonstrate mastery of the material being covered in BDP 1. The inability of some students to handle the cases well revealed serious weakness in their understanding of the BDP material; quizzes, short answer exams, and even essay exams could never reveal students confusion as effectively. What better argument could there be for increasing the use of serious writing as a thinking and learning tool across the entire college curriculum? In this particular pair, the BDP instructor actually wrote model consulting reports for the students after they had attempted their own; the composition teacher then edited the BDP instructor's reports with the students in the English 1 class.

Counseling Effectiveness

The integration of counseling into our paired course concept has had a positive effect upon student transfer. Reaching students individually has resulted in rapport between students and counselors, and, consequently, has heightened counseling effectiveness. Counselors have indicated that this rapport has been particularly important in helping students through crises, that, if unresolved, would have inhibited progress toward transfer. Several instructors in the program have mentioned the effectiveness of counselor conferences in keeping students in the paired program and in college.

Counselors also indicate that as a result of participation in UTOP, students are more aware of what they need to do to prepare to transfer. Counselors have met with students regularly in individual conferences throughout the semester, helping students plan summer and fall schedules and often making transfer a more realizable goal.

One component of UTOP that has given students a better awareness of how to pursue and obtain their transfer goal were the day-long field trips to and orientations of California State University at Los Angeles and University of California, Los Angeles (UCLA), the two institutions to which the largest percent of students transfer. Both orientations gave students the opportunity to seek information from representatives of transfer institutions first-hand. The orientations provided counseling assistance and gave some students direct answers to specific questions they had regarding transferring to these institutions.

Transfer Related Programs

Los Angeles City College has a consistent and on-going commitment to transfer. For example, a Transfer Center exists on our campus. Transfer programs - such as a day featuring representatives from Black Colleges nationwide - specifically designed to assist minorities in exploring transfer opportunities are held annually. And, regular intrasegmental meetings between our staff and four-year institutions are held for the purpose of assessing course comparability and articulation.

In addition to ongoing programs designed to facilitate transfer and build upon cooperative relationships with four-year institutions, the College is initiating a variety of new programs.

Next year, a new orientation and assessment program (ASSET) will be introduced and institutionalized in order to enhance student assessment and placement as well as identification of transfer students. This testing instrument was piloted in UTOP classes this semester. Students will be given information regarding the paired concept of instruction at this time through a video tape presentation. This program also provides our college with a student profile which will give faculty and administration much needed information regarding student's intentions to transfer, remedial courses that they have taken, and ethnic background so that follow up counseling and tracking can be done. The data base should provide counselors and instructors immediate information regarding student history and performance.

Furthermore, teacher exchange is being encouraged. The Los Angeles City College English Department will enter into an instructor exchange with the UCLA English Department this summer. The purpose of the exchange is to enhance understanding of English competency needed for transfer and improve university articulation of the freshman English composition courses. Plans are also under way to encourage faculty from four-year institutions to exchange assignments with faculty at our college who are involved in integrated teaching.

Another cooperative relationship is growing out of four-year institutions enthusiasm over the concept of our integrated instructional delivery system. A series of intrasegmental meetings began with English, Math, and Basic Skills Faculty Forums at California State University, Los Angeles (CSULA) and California State University, Northridge (CSUN). The purpose of these faculty to faculty meetings was to explore a closer parallel between classes at the freshman and sophomore levels and foster a smoother transition into junior level classes. In addition, discussions are under way with UCLA that have the potential of resulting in guaranteed transfer for those students who have participated in the paired course program.

Finally, Los Angeles City College is working on a proposal to offer a joint class with California State University, Los Angeles so that student transfer can be articulated early.

Student Response to Integrated Courses

Students had the opportunity to express their views about the paired course program at a college sponsored luncheon as well as at the luncheon with the Ford Foundation program evaluator. Students provid some useful insights into program recruitment and made helpful suggestions as to how to increase accessibility to tutors. Aside form these constructive ideas, the general response to course pairing was overwhelmingly favorable. The following comments are illustrative of the candid student response.

> The courses are challenging because they make you think.
>
> I was afraid of coming to a community college. But, these courses are giving me the confidence to take more courses.
>
> I never thought Business Data Processing had anything to do with English. Now I do.
>
> The courses are good because they challenge you. I get bored in too many of may other courses because other students are ill-prepared or have a low skill level. So, the teacher has to adjust his teaching to that level. But, in this course, the teacher's emphasis is teaching skills related to understanding specific content. This is different. And, it's a challenge I like.
>
> The instructor spends time with each of my papers and gives me enough confidence to make them better.
>
> These courses make you think. You don't just have multiple choice question to answer. You have to put your knowledge in your own words.

Institutionalization

The faculty awareness and enthusiasm for instutionalization is definitely one of the major achievements of the project. Institutionalization of the integrated instructional delivery mode is discussed under an independent section of this report.

RELATIONSHIP OF ACHIEVEMENTS TO PROJECT OBJECTIVES

The long-range institutional objective is to increase, by a statistically significant percent, the number of low income minority students who transfer from Los Angeles City College to four-year institutions. As indicated in the original proposal, this objective will be fully realized when the integrated instructional delivery system is expanded and institutionalized and when adequate time elapes to track the transfer rate of UIOP Students.

The short-range objective focused on academic preparation for transfer. It was hypothesized that low income minority students enrolled in a pilot program of special paired courses would show improvement in terms of attendance, retention, and grades as compared to a compable course offered the same semester.

The Los Angeles County Superintendent of Schools Program Evaluation Unit is working with Los Angeles City College on UTOP summative evaluation. At the close of the semester (June 15, 1984), the College will provide data on attendance, retention, and grades to this outside evaluation unit. The evaluation unit will then perform the statistical anaylsis on the data.

Although it is anticipated that data analysis will support the hypothesis, it should be noted that the UTOP team encountered some difficulties in recruiting students for the paired courses. Paired courses were included in with the other courses in the schedule and were therefore overlooked. Many students looking to improve their chances of transfer did not enroll because they mistakenly thought that all the courses were remedial in content. Futher, many students did not want to be locked in two consecutive hours of instruction each meeting. In the fall semester, Los Angeles City College will improve recruitment procedures by: 1) increasing the scope of paired course offerings so that students will see them as a significant and integral part of scheduled offerings, 2) not tying all skills content courses into mandatory enrollment in both sections, 3) offering some skills content courses in a (3-1) unit of instruction to be arranged in the Learning Skills Center with students choosing times convenient for them, and 4) publicizing integrated courses as transfer courses. With these changes, the team believes that we can effectively use attendance, retention, and grades as valid indicators of success.

Achievements deliniated in the preceeding section all support attainment of the college's UTOP objectives. The faculty and administration of Los Angeles City College are convinced that the integrated instructional delivery mode will increase the transfer opportunity for urban minorities. As project achievements indicate, students in paired courses have responded favorably to the paired concept of instruction; they see the relationship between their content courses and their skills courses. Faculty are also responding favorably to the UTOP concept and are asking for more paired courses. Faculty are seeing that transfer is closely tied to skills mastery. Each week more

instructors are approaching department chairs and their division deans with proposals for paired courses.

CHANGES IN PROGRAM, RESOURCE ALLOCATION, AND STAFF

No changes occurred in the proposed program. Only minor changes occurred in resource allocation and staffing.

Resource Allocation

The following changes were made in the initially specified resource allocation.

1. Bus transportation needed to be provided for the UTOP orientation at UCLA. It was initially thought that the transportation costs would be covered by UCLA as they were at the state university.

2. At the time of writing this report, plans are underway to make a video tape to advertise the paired course program. This tape will be shown at student orientation programs during registration, used by counselors when they visit high schools, and shared with other colleges interested in replicating our integrated delivery mode. Specific adjustment in resource allocation for this tape is currently being assessed.

Staff

Less money was needed to be allocated to counseling than was originally anticipated. It was found that based on enrollment Spring 84 two counselors, rather then three, could adequately serve students enrolled in the three class pairs.

INSTITUTIONALIZATION

The college is in the process of expanding and instutionalizing the integrated instructional delivery mode.

An expanded paired course program will be offered fall 1984. These paired urban transfer opportunity courses are featured in the fall schedule of classes and will receive extension publicity through the use of flyers. (See attachments.) Plans are underway for an even more extensive paired class program for spring 1985.

Fall 1984

1. The math-science-engineering departments will introduce a series of eight cores of coordinated courses for students entering at any level of

mastery and wishing to pursue a math-technology major. Courses within each core will have coordinated subject and time lines and should be taken together whenever possible. To illustrate, vectors will be considered theoretically in a math class, empirically in a physics class, and practically in an engineering class at the same time. The graphic display of coordinated courses, featured repeatedly in the fall class schedule, will also be shared with feeder high schools so that high school students interested in a math-technology career can begin to prepare early and appropriately. With an appropriate high school foundation, students will be able to enter college at an advanced core level and progress successfully and rapidly toward transfer.

2. Paired courses piloted this year will be continued in the fall.

English-Business Data Processing: The pairing of English 1 (College Reading and Composition) with Business Data Processing 1 (Principles of Business Data Processing) will be continued.

English-History: History 11 (American History) will replace History 1 (Western Civilization). (History 11 meets graduation requirements and is more General Education oriented than History 1.)

Math-Physics: Math 7 (Calculus) will replace Math 3 (Trigonometry). (Physics 11 students have a greater need for calculus skills than trigonometry skills.)

3. New course pairs will be offered

Philosophy/Reading: The 3 unit Philosophy 1 course will be supplemented by a unit of reading in the Learning Skills Center. This reading unit will address the special analytic reading skills that philosophy students need to master.

English-History: History 2 (Introduction to Western Civilization II will be paired with English 1 (College Reading and Composition). This pairing

provides an opportunity to continue the English/Western Civilization 1 pair piloted this spring.

Spring 1985

1. A new course pair has already been determined.

English-Art History: English 3 (World Literature 1 - which also will emphasize relevant composition assignments) will be paired with Art 101 (Survey of Art History). English 4 and Art 102 will continue as a paired course the following semester.

2. Faculty are meeting to plan additional paired courses.

The Allied Health Division is meeting this spring to determine how the paired course concept can meet the needs of their students.

Humanities, Foreign Languages, and Psychology are exploring pairing courses with English.

The Speech Department is interested in developing skills courses in technical vocabulary that can be appropriatedly paired with content classes.

Additional Plans

Faculty awareness and enthusiasm for the paired course program are resulting in other significant plans.

1. Faculty are interested in publishing instructional materials that could be used by other faculty/institutions interested in the paired course concept.

2. Several faculty are already exploring the possibility of developing paired course texts in the area of English and History.

3. Faculty and administrators are increasing liaison with neighboring four-year institutions so as to make enrollment in the integrated courses a positive factor for student transfer.

4. Counselors are interested in going into feeder high schools to screen and test students so that they may enroll in appropriate course pairs during their first semester at Los Angeles City College.

CONCLUSION

With the $25,000 grant from the Ford Foundation, Los Angeles City College has initiated, implemented, and is in the process of institutionalizing the integrated instructional delivery system. Moreover, the impact of the Urban Transfer Opportunity Program on our campus reaches beyond the project's defined parameters. As a result of the Los Angeles City College UTOP, an awareness has been created on the part of a majority of the faculty and staff as to the need for early assistance with planning and preparation for transfer. Many of our instructors have been looking for just such a concept to restructure their courses, thus providing their students with more meaningful course material. And, it is our belief that the ultimate success of any transfer program is predicated upon classroom attention being accorded to acquisition of specific skills and content needed for transfer. Academic training designed specifically for transfer preparation is necessary for increasing the transfer opportunity of urban minorities.

Los Angeles City College

TOP LATIAN TRANSFER OPPORTUNITY PROGRAM

CONSIDERING TRANSFER?

You now have the opportunity to be part of an exciting program that will increase your chances to transfer to and succeed at a four-year institution.

PAIRED CLASSES are now being offered. A student enrolls in one "content" course and one "skills" course. The instructors for the two courses work together to see that the abilities developed in the "skill" course improve the student's performance in the "content" course. Proficiency acquired in the "skill" course will, of course, carry over into all other academic courses requiring use of those skills.

Paired courses available for Fall 1984 are:

CONTENT		SKILL
HISTORY 2 (9 MWF #0664)	and	ENGLISH 1 (8 MWF #0500)
HISTORY 11 (9 MWF #0693)	and	ENGLISH 28 (10 MWF #0551)
BUSINESS DATA PROCESSING (10 MWF #0168)	and	ENGLISH 1 (11-12:30 MW #1477)
PHILOSOPHY 1 (9 MWF #1147)	and	LEARNING SKILLS 1 (1 unit TBA)

In addition, a number of math, science and engineering courses will be offered (See page ? of the Fall 1984 Schedule of Classes).

If your are interested in finding out more about this unique opportunity for TRANSFER success, please see either Marianne Boretz, English Department Chair, Vance Stine, Math Department Chair, or August Bissiri, Counseling Department Chair.

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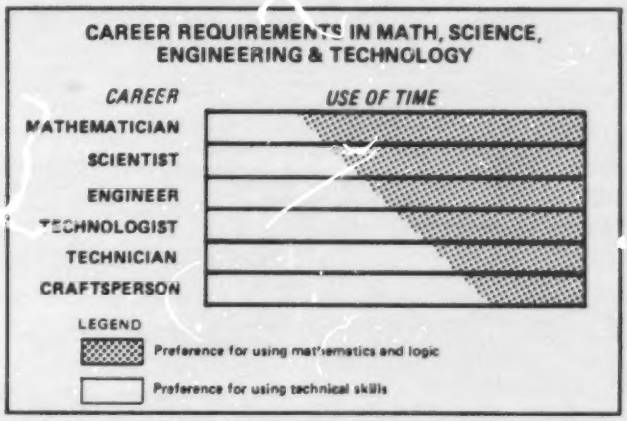
Los Angeles City College

TOP URBAN TRANSFER OPPORTUNITY PROGRAM

COORDINATED COURSES & CAREER OPTIONS IN MATH, SCIENCE, ENGINEERING & TECHNOLOGY

Are you interested in a career in mathematics, science, engineering or technology? Then the following information may be of interest to you.

The field of mathematics, science, engineering and technology offers a wide variety of career options. What specific career to choose in this vast field depends primarily on your interests, aptitudes and preferences. The chart below shows you typical differences between several career categories:



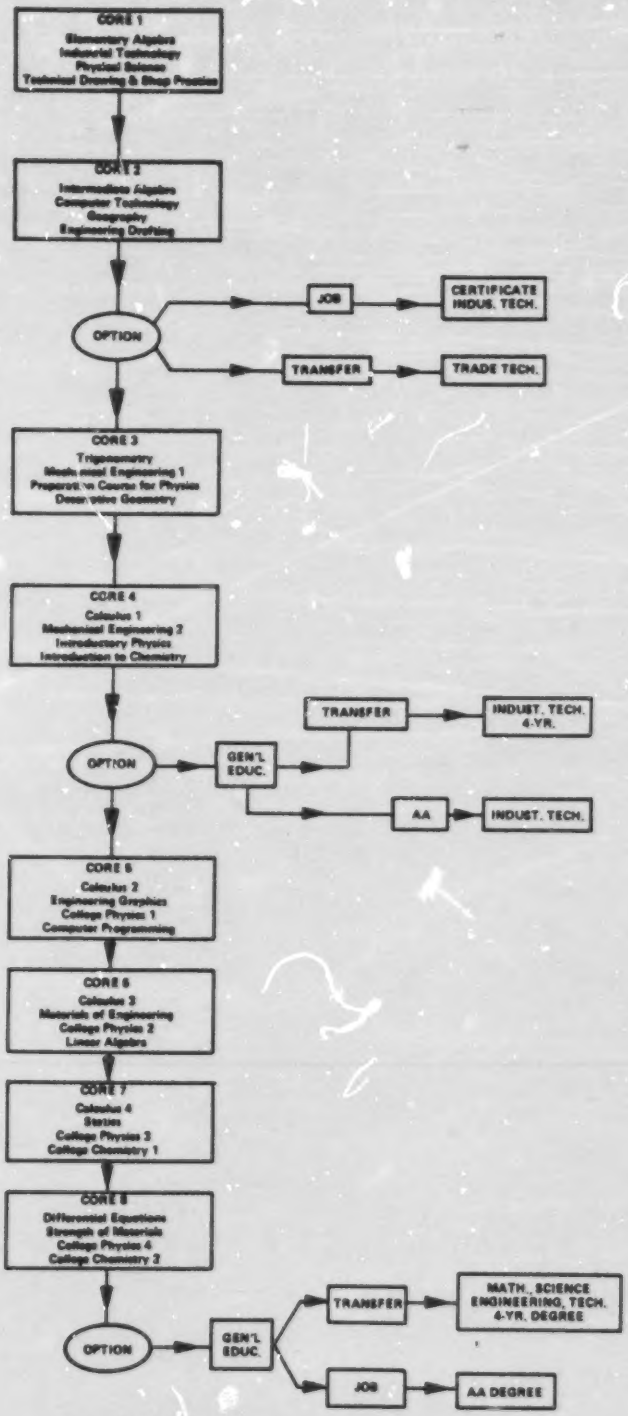
At LACC we have developed a program of coordinated courses (see flow chart on other side of page) that will expose you to various disciplines of mathematics, science, engineering and technology. Beside preparing you in the basic skills needed for your career goals, you will also find many opportunities to define your interests, aptitudes and preferences for a specific career.

The study of mathematics, science, engineering and technology is a challenge that needs thorough preparation. You will need to acquire knowledge by (1) practicing the basic skills of reading, writing, speaking, listening, mathematics, reasoning and studying and by (2) working in a laboratory environment. The sooner you start to develop expertise and competence in these skills the more they will become second nature to you. Ideally you develop these skills in your high school years in order to make a smooth transition into college. If you missed this opportunity in high school, it is not too late to start developing these skills at the college level, and that is one important feature of our program at LACC.

The program we developed at LACC accepts students with any level of preparation in the basic skills we discussed above. This program consists of a sequence of eight cores of especially coordinated courses, each core lasting one semester. A flow chart with specific course titles and section number is shown in our Schedule of Classes. A student with little or no preparation in the basic skills would typically begin with Core 1. The flow chart shows that such a student can expect to spend about 4 years at our college if he/she wants to finish all course work up to the end of our lower division program. Of course, a student with better preparation has the definite advantage in that she/he can enter this program at a more advanced core and thus is able to finish our program in a shorter time. A student with optimal preparation could start possibly with Core 5 and be finished with our program in 2 years.

EDUCATIONAL & CAREER OPTIONS IN MATH, SCIENCE, ENGINEERING, and TECHNOLOGY

New students must take the course "Introduction to Science, Engineering and Technology" and an appropriate English course. Based on counseling, each student will be placed in one of the following cores. Adjustments will be made for entrance in an advanced core. Courses shown are arranged by semester. Variations in scheduling will affect program completion.



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For specific course information consult the Los Angeles City College Schedule of Classes

HOW TO APPLY FOR ADMISSION

1. Obtain an application in the Admissions Office, Administration Bldg., Room 100.
   Hours: 9:30 am to 7:30 p.m., Monday through Thursday (hours subject to change),
   9:30 a.m. to 1:00 p.m., Friday (hours subject to change).
   Telephone: 669-5540
2. Please present **PROOF** of your Social Security Number when filing your application. Applications can only be accepted **IN-PERSON.**
3. Students wishing to attend who hold a "Green Card" or Immigration Visa, must show their "Green Card" or visa when filing their application.
4. APPLICATIONS SHOULD BE FILED AS SOON AS POSSIBLE. The deadline to file for REGULAR admissions is Friday, August 17, 1984 at 1 p.m. For the best choice of classes students are strongly advised to file before the deadline.
5. Students **MUST** file an application before they can enroll in classes.

PREPARATION FOR REGISTRATION

1. COLLEGE PLACEMENT EXAMINATION. The College Placement Examination attempts to measure eligibility for placement in classes. The examination results are **REQUIRED** by many departments for enrollment in their classes. A special test will be given to students whose native language is not English. During the first week of the semester the Developmental Communications and the English Departments may require further testing.
   Copies of the schedule of examination dates are available in the Admissions Office. This schedule is posted also in the Counseling Office.
2. STUDENT ORIENTATION. Orientation sessions including registration information, introduction to campus services, and program planning will be given.
3. ORIENTATION DATES. Copies of the schedule of orientation dates are available in the Admissions Office. This schedule is posted also in the Counseling Office.

HOW TO REGISTER — Continuing Students

1. Registration materials will be mailed to all eligible students by May 25. Come to the Admissions Office by May 29 if you have not received your registration materials.
2. To register by MAIL (EARLY REGISTRATION), return the completed registration materials by mail or in-person to the Admissions Office NO LATER THAN JUNE 8, 1984. ALL REQUIRED FEES MUST BE PAID BY CHECK OR MONEY ORDER IN ORDER FOR YOUR REGISTRATION TO BE PROCESSED.
3. Students failing to register by mail can register in-person ONLY on the date and time printed on the Permit to Register. Follow the instructions for In-Person registration. DO NOT MISS YOUR APPOINTMENT. Students who fail to keep their appointment can register ONLY during Missed Appointment Registration.

HOW TO REGISTER — New and Former Students

1. New students and returning students (who were NOT enrolled in the Spring 1984 semester) will register on the day and time printed on the Permit to Register card issued at the time the application was filed. DO NOT MISS YOUR REGISTRATION APPOINTMENT. Students who fail to keep their appointment can register ONLY during Missed Appointment Registration.
2. Present your Permit to Register card at the Cafeteria. NO one can be admitted to registration without presenting their Permit to Register card.
3. Obtain Registration Materials at Station 1.
4. Accurately complete your materials at Station 2. Check the class number boards to see if any class you want is closed. If all of the classes you want are closed, you may enroll in Standby — 9999 and attempt to add classes when the semester begins. DO NOT ENROLL IN CLASSES YOU DO NOT WISH TO TAKE.
5. Take your completed materials to Stations 3, 4 and 5 for processing.
6. Pick up your validated Registration/Fee Receipt Card at Station 6 in the Business Office, Ad 111. ALL required fees MUST be paid at Station 6 or your registration will be cancelled.

MISSED APPOINTMENT REGISTRATION

Those students with a *valid Permit to Register* card who missed their registration appointment can register *ONLY* during Missed Appointment Registration:

Thursday, August 16
A-M 9 a.m.-12 noon
N-Z 12:30 p.m.-4:30 p.m.
A-Z 5 p.m.-6:30 p.m.

REGISTRATION FOR HANDICAPPED STUDENTS

Handicapped Student Services, Bungalow 110 will provide registration assistance.

YOU MUST FILE AN APPLICATION BEFORE YOU CAN REGISTER FOR CLASSES

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PROGRAM CHANGES

You must present your validated registration card or Permit to Register when adding or dropping classes. Changes may be made from Tuesday, August 21 through Friday, September 7, 1984, at the Cafeteria. Hours:

MTWTh 9:30 a.m. through 7:00 p.m.
Sat 9:30 a.m. through 2:00 p.m.

1. ADD CLASSES. Attend the classes you need and ask the instructor for permit-to-add cards. These cards must be turned in at the Cafeteria by Friday, September 7.
2. DROP CLASSES. There is a drop fee of $10 per class (up to a maximum of $20) for classes dropped or excluded on or after September 4. Petitions to waive the drop fee for extenuating circumstances are evaluated by Admissions. Proof of the extenuating circumstances is required.
   Signature of instructor is required to drop classes wherein equipment is issued to students.
3. WITHDRAWING FROM CITY COLLEGE means dropping all of the classes listed on your Registration Card. Obtain a withdrawal card in Admissions Office, Ad 100.

ATTENDANCE

The student is expected to attend every meeting of all classes for which he or she is registered. Attending a class without being enrolled is contrary to the Los Angeles Community College District rules and cannot be used as the basis for a petition to add a class. No auditing is permitted.

1. If a student stops attending a class, IT IS THE STUDENT'S RESPONSIBILITY TO OFFICIALLY DROP THE CLASS.
2. It is the student's responsibility to consult with his or her instructor regarding any absences that would alter his or her status in class.
3. Concurrent enrollment in more than one section of the same course during a semester is not permitted. Violation of this regulation will result in exclusion from class and denial of course credit in both courses.

EXPENSES

The cost of textbooks, supplies, and equipment will depend upon the number or kinds of courses taken. Textbooks, college catalog and supplies are sold in the college bookstore.

UNITS — MINIMUM

International Students: 12 units
Student Body Officers: Day, 6 units, Evening, one class
Varsity Athletics: 12 units including Physical Education
Social Security Benefits: 12 units
Work Study Program: 12 units
Cooperative Education: 7 units including Work Experience units.

UNITS — MAXIMUM — 18 UNITS

Petitions to take more than 18 units are available in the Counseling Office. A 3.0 GPA is required.

COLLEGE CATALOG

The College Catalog is currently on sale in the College Bookstore for $2.00. The catalog can be obtained through the mail by prepaying the $2.00 plus $1.50 postage. Send request to LACC Bookstore.

DIRECTORY INFORMATION

Los Angeles City College considers the following information relating to a student to be "DIRECTORY INFORMATION": name, date and place of birth, major field of study, participation in officially recognized activities and sports, weight and height of members of athletic teams, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, and similar information.

Students who do not wish to have any directory information released should so indicate by writing the word "NO" in the space provided on the registration Directory Card.

TOP URBAN TRANSFER OPPORTUNITY PROGRAM

Los Angeles City College Presents a TRANSFER OPPORTUNITY PROGRAM

designed to enhance your preparation for transferring to a four year university or vocational program.

TOP courses are paired classes that integrate your reading, writing, or math skills with college transfer courses.

Benefit from the paired class experience as have former LACC TOP students who say

"The courses are challenging because they make you think."
"I was afraid of coming to a Community College. But these courses are giving me the confidence to take more courses."
"I never thought that Business Data Processing had anything to do with English. Now I do."

Make fall semester the time that you select and enroll in one of the following content/skills paired course offerings:

History/English
BDP/English
Philosophy/Learning skills
or
one of the science/math coordinated cores

Concurrent enrollment in both courses in the pair or in all courses in a science/math core is recommended whenever possible.

LOS ANGELES CITY COLLEGE TOP PAIRED COURSES

HISTORY 2 — Introduction to Western Civilization II (UC:CSU) 3 units
#0664 9:00-10:00 A.M. MWF G.P. Ewin JH106
Paired with
ENGLISH 1 — College Reading and Composition I (UC:CSU) 3 units
#0500 8:00- 9:00 A.M. MWF S.A. Eisenstein JH311

HISTORY 11 — Political and Social History of the United States (UC:CSU) 3 units
#0693 9:00-10:00 A.M. MWF R. Kim JH202
Paired with
ENGLISH 28 — Modern Thought and Expression 3 units
#0551 10:00-11:00 A.M. MWF T. Forsyth JH205

BUSINESS DATA PROCESSING 1 — Principles of Business Data Processing I (UC:CSU) 3 units
#0168 10:00-11:00 A.M. MWF C. Chien JH310
Paired with
ENGLISH 1 — College Reading and Composition I (UC:CSU) 3 units
#1477 11:00-12:30 P.M. MW C. Friedlander HH204

These courses provide students with the opportunity for functional writing assignments. Writing assignments in English are integrated with the History and Business Data Processing courses so that they address writing skills needed for specific assignments in the content courses.

PHILOSOPHY 1/READING — Introduction to Philosophy (UC:CSU) 3 units
#1147 9:00-10:00 A.M. MWF M.J. Critelli HH206
This section is a basic introduction to philosophy taught in conjunction with the Learning Skills Center. While examining selected philosophical topics, students will receive individualized attention in developing their reading skills. Students will be expected to attend three hours of philosophy class per week and in addition, to arrange for weekly reading lab work in the Learning Skills Center. The student will earn three units of transfer credit in philosophy and one unit of Learning Skills Center credit.
Paired with
LEARNING SKILLS 1 — Reading 1 unit TBA P.E. Sotiriou LIB103A

TOP URBAN TRANSFER OPPORTUNITY PROGRAM

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TOP URBAN TRANSFER OPPORTUNITY PROGRAM

COORDINATED COURSES AND CAREER OPTIONS IN MATH, SCIENCE, ENGINEERING, AND TECHNOLOGY

The chart at right consists of specially coordinated courses whose sequence may differ from the sequence shown otherwise in the schedule. New students must take G.E. 1 and an appropriate English course. Based on counseling, each student will be placed in one of the following cores. Adjustments will be made for entrance in an advanced core. Courses shown are arranged by semester. Variations in scheduling will affect program completion.

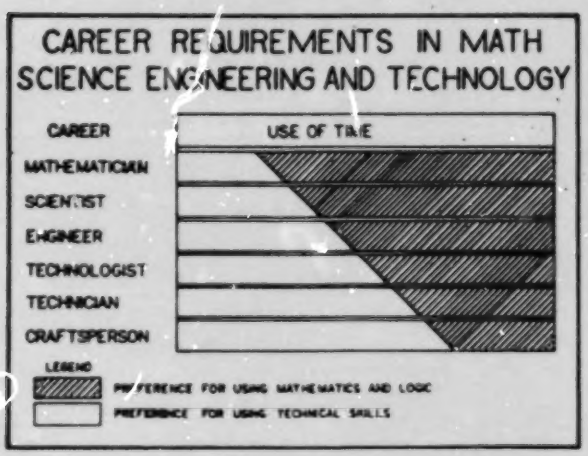
EXPLANATION OF CONCEPT AND DESIGN OF COORDINATED COURSES IN MATH, SCIENCE, AND ENGINEERING TECHNOLOGY

The concept of coordinated courses evolves out of a perceived need to give students the opportunity to deal with both academic and practical necessities.

The approach is to coordinate mathematical, scientific, and engineering/technological learning activities into a sequence of coordinated cores of courses (see flow chart).

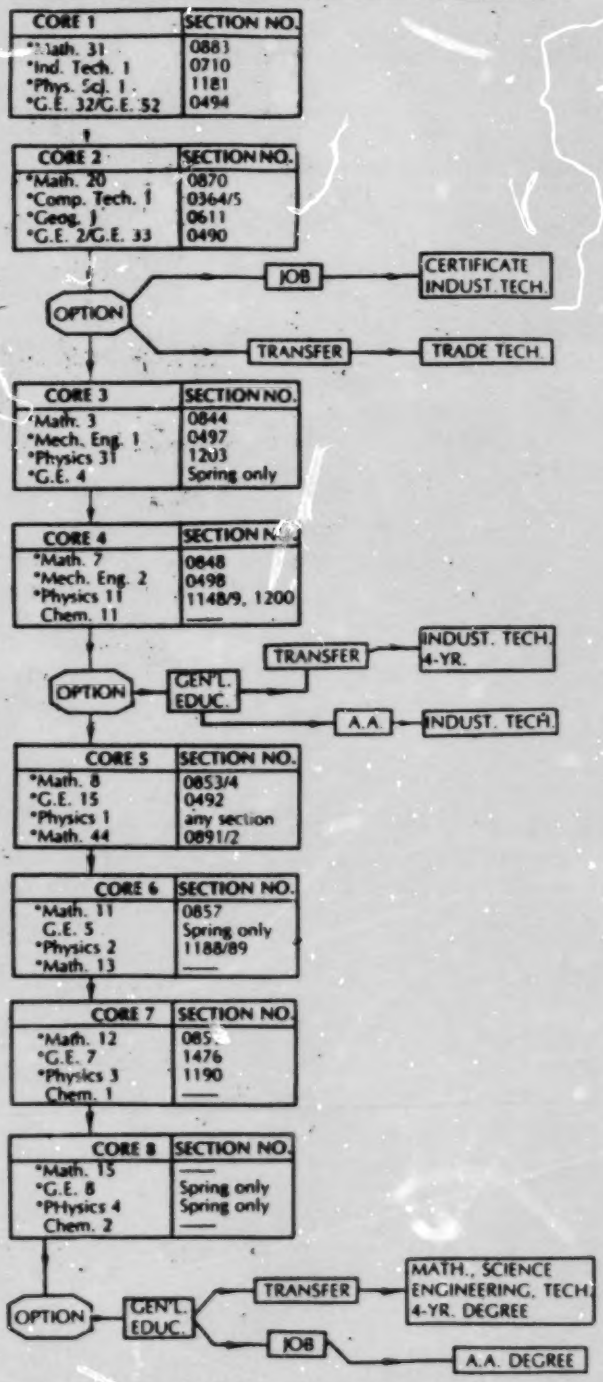
Therefore, each core was designed to include courses in mathematics, science, and engineering/technology.

This decision is based on factors affecting career objectives and requirements. (See chart at the right.)



In the process of fulfilling academic requirements, the student will reach critical points of decision, where an option exists to continue or not (see flow chart).

TOP URBAN TRANSFER OPPORTUNITY PROGRAM



*Indicates courses which have coordinated subject matter and time lines, and should be taken together whenever possible.

TOP URBAN TRANSFER OPPORTUNITY PROGRAM

Classes begin Aug. 20

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HOW TO READ THE SCHEDULE OF CLASSES

TRANSFERABILITY SYMBOL

COURSE NUMBER — Section No. — Time — Instructor — Room — UNITS

COURSE NAME

CHEM—01 GENERAL CHEMISTRY I (UC:CSU) - 5 units

COURSE TITLE

Principles/laws of general chemistry with emphasis on calculations; lab work is quantitive.

Prerequisite: High school chemistry with a B or better or Chemistry 11 with a C or better, and a satisfactory grade on an entrance examination for this course. Students whose chemistry background is inadequate or dates back many years should take Chemistry 11 in preparation for Chem. 1. Material fee: $6

YOU MUST COMPLETE CLASSES UNDER PREREQUISITE BEFORE ENROLLING IN THIS CLASS

MATERIAL FEES, IF ANY

309	Lec	9:00-10:00	MWF	D. Mitchell	CHEM 3	
	Conf	8:00- 9:00	TuTh	J.M. Frey	CHEM 204	
	Lab	9:00-11:00	TuTh	J.M. Frey	CHEM 101	
310	Lec	9:00-10:00	MWF	D. Mitchell	CHEM 3	
	Conf	11:00-12:00	MW	D. Mitchell	CHEM 205	
	Lab	12:00- 2:00	MW	D. Mitchell	CHEM 101	
311	Lec	10:00-11:00	MWF	H.H. Pokras	CHEM 3	
	Conf	10:00-11:00	TuTh	H.H. Pokras	CHEM 205	BUILDING
	Lab	11:00- 1:00	TuTh	H.H. Pokras	CHEM 101	
312	Lec	10:00-11:00	MWF	H.H. Pokras	CHEM 3	
	Conf	1:00- 2:00	MW	B.J. Brennan	CHEM 204	ROOM NUMBER
	Lab	2:00- 4:00	MW	B.J. Brennan	CHEM 101	
Evening class						
3087	**Lec**	**7:00-10:00**	**Tu**	**D. Mitchell**	**CHEM 201**	
	Conf	**7:00- 8:00**	**M**	**B.J. Brennan**	**CHEM 205**	
	Lab	**8:00-10:00**	**M**	**B.J. Brennan**	**CHEM 101**	
	Conf	**7:00- 8:00**	**Th**	**D. Mitchell**	**CHEM 205**	
	Lab	**8:00-10:00**	**Th**	**D. Mitchell**	**CHEM 101**	

SECTION OR TICKET NUMBER

TIME CLASS MEETS

DAYS CLASS MEETS

INSTRUCTOR

EVENING CLASSES IN BOLD PRINT

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JUL 5 1985

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DATE FILMED

OCTOBER

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